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AUTHOR Bowers, Thomas A.
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ABSTRACT

One approach to teaching a college-level retail advertising course emphasizes the use of newspapers and shopping guides. The course objectives are (1) to acquaint students with practices and problems of retailing, with particular emphasis on promotion and advertising; (2) to acquaint them with ways local advertising media meet promotional and advertising needs of retailers; and (3) to instruct them in procedures and techniques of advertising services of local print media. The course schedule includes a field trip to a local newspaper, assignments that involve students in market research and promotion, student involvement in telephone surveys for data collection, media guest speakers, and four or five assignments that include layout and illustrations. The coursework culminates in a 20-minute sales presentation by each student. In the presentation, students try to get the instructor (who is acting in the role of project retailer) to sign an advertising contract with their publication. The student's presentation book includes market promotion data (initially developed for an earlier assignment), information about the specific publication, rates and schedules, and speculative advertisements. (Appendixes include a syllabus, course schedule, detailed topic outline, topic reading list, and guidelines for guest speakers.) (HOD)

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AN APPROACH TO TEACHING THE RETAIL ADVERTISING COURSE

Thomas A. Bowers
University of North Carolina at Chapel Hill

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AN APPROACH TO TEACHING THE RETAIL ADVERTISING COURSE

This paper is an explanation of how the author teaches a retail advertising course that emphasizes newspapers and shopping guides. The outlines and ideas discussed here have developed from six years of teaching the course. The headings and discussions that follow refer to items on the syllabus, course schedule, detailed topic outline, topic reading list, and guidelines.

FIELD TRIP

I have discovered that most students who take the course have little or no understanding of how a newspaper is produced, so an early field trip to a local publisher is essential. Having the trip at the beginning of the course permits me to make frequent references to the trip in later class sessions. When I arrange a field trip, I ask the newspaper's representative to show the class the path of a newspaper advertisement from log-in to the circulation department. I also make sure that the class learns something about production processes and their limitations (e.g., how the use of color can reduce press capacity). Local newspapers have some of the latest make-up and production equipment, and that is important for students to see, too.

MARKET RESEARCH AND PROMOTION ASSIGNMENT

The purpose of this assignment is threefold. First, students get first-hand experience and exposure to relevant secondary research sources such as the Census Bureau or the Survey of Buying Power. Second, they learn about the local market.

Third, students get started on the "presentation book" that they will have to prepare for their sales presentation at the end of the course.

For the assignment, students are told to find appropriate statistics to convince retailers of the marvelous opportunities for advertising in the local market. They are told that they must use only pertinent data, and that the data are to be presented in a meaningful manner.

TELEPHONE SURVEY

This assignment has three objectives. One, it acquaints students with primary research techniques, usually a telephone survey. Second, it gathers useful data for students' sales presentations. Third, it provides useful information to the project retailer who is the subject of student presentations.

I develop the questionnaire and have a research assistant draw a random sample from the telephone directory. Students are given written instructions and an oral explanation and are told to complete 10 interviews. The research assistant codes and analyzes the data and I give copies of the results to the students and to the project retailer.

MEDIA GUEST SPEAKERS

Having professional salespeople talk to the class serves three functions. First, students learn about local advertising publications (a daily newspaper and a weekly shopping guide). This is very important, because students act the role of salespeople from those publications when they give their sales presentations. Second, students become familiar with broadcast media and their approaches to retail clients. Third, the media presentations expose students to a variety of real or simulated sales presentations that can guide them in preparing their own presentations.

I make preliminary contact by telephone and follow that with letters to the media salespeople. The letter includes a copy of the guidelines that are reproduced at the end of this paper.

COPY AND LAYOUT ASSIGNMENTS

I take these assignments from two workbooks published by Larry Notman (P.O. Box 62, Hutchinson, MN 55350). Students purchase the workbooks, which include layout paper and illustrations. Each assignment usually includes four or five advertisements, and the assignments get progressively more complicated.

INDIVIDUAL SALES PRESENTATIONS

The coursework culminates in a 20-minute sales presentation by each student. Students act the role of a salesperson for local advertising publications. (I assign students to the two publications on a random basis.) I act the role of the project retailer, students make appointments and come to my office to make the presentations. No one else is present, although project retailers sometimes observe from the background. Students are required to leave a presentation book with me at the end of the session, and they are encouraged to use the book as a "prop" during the presentation. The book includes market promotion data (initially developed for an earlier assignment), information about the specific publication, rates and schedules, and speculative advertisements. In the presentation, students are trying to get me to sign an advertising contract with their publication. I evaluate students for their delivery and for their presentation book.

PROJECT RETAILER

The project retailer is an actual retail store in the local market, usually selected with the assistance of professional media salespeople. This gives students

experience with a real business and helps maintain good relations between the School of Journalism and the local community. Since I started this course, there has been a dramatic increase in the number of our graduates hired for media sales positions in our market, and many have been hired by organizations I work with most closely in the course.

AUDIOVISUAL MATERIALS

Some excellent audiovisual materials are available for this kind of course, and most can be obtained for no cost.

Audit Bureau of Circulations. ABC has an educational membership that includes most of their publications and reports on a per request basis. "Dateline Today," available on film or videotape, explains the ABC audit process. Write to ABC, 123 North Wacker Drive, Chicago, IL 60606.

International Newspaper Advertising and Marketing Executives. The INAME Foundation has made several excellent teaching aids available at no expense. "Ad Concepts '79" is a slide-and-tape presentation that describes winners in a $50,000 contest sponsored by INAME and the Newspaper Advertising Bureau (NAB) to stimulate creative use of newspaper advertising by national advertisers. "Ten Creative Opportunities" is a slide-and-tape show that illustrates creative principles used in outstanding newspaper ads in recent years. The "Copy and Layout Workshop" is a series of six slide-and-tape presentations produced by INAME and NAB. They were designed to be used by newspaper staffs. Write to INAME Foundation, P.O. Box 147, Danville, IL 61832.

Journalism 178
RETAIL ADVERTISING

The objectives of this course are:

1) to acquaint you with practices and problems of retailing--with particular emphasis on promotion and advertising;
2) to acquaint you with ways local advertising media meet promotional and advertising needs of retailers;
3) to instruct you in procedures and techniques of advertising services of local print media, such as newspapers and shopping guides.

The course is designed to help you prepare for the following careers (roughly in the order of emphasis):

1) sales representatives of a local print medium--newspapers or shopping guides;
2) sales representative of a radio or television station;
3) staff member of an advertising department in a retail business.

As you can tell from the objectives and purposes, this is a professionally oriented course. That means you must think of it as a job. You are expected to attend class every day (on time), do the required reading and assignments in advance, join in class discussion and submit assignments on time and free of errors in spelling, grammar and punctuation. Failure to fulfill these expectations will reduce your grade.

More than two errors in advertising copy will result in an automatic F for that assignment. More than five errors in a total assignment (copy plus supporting material) will result in a grade no higher than C.

If you do not think you can take an exam on the scheduled date, I expect you to talk to me in advance. If you have a legitimate problem (medical), I will allow you to make other arrangements.

I expect all required assignments to be submitted in accordance with established deadlines. If you have a medical reason for not meeting a deadline, I will allow you to submit it late without penalty. If you have another reason for missing a deadline (like too many other papers or some such thing) and if you talk to me in advance, I will accept a late paper--but with the stipulation that it cannot receive a grade higher than C, If you do not meet a deadline and do not talk to me in advance, your paper will not be accepted. In the case of the final project, that will mean an F in the course.

Weighting of Course Elements

30% Quiz over lecture material and required reading.
20% Composite score on copy and layout assignments.
10% Market Research and Promotion assignment
40% Sales presentation.

Sales Presentation

Each student will prepare an advertising proposal for a local retail merchant. You will assume that you work for either the Chapel Hill Newspaper or the Village Advocate. (I will arbitrarily make that assignment.) You will do your own research as well as use data gathered in a class marketing survey. You will prepare a background analysis, a proposed schedule and budget and at least four print ads. You will submit a complete written proposal and make a 20-minute oral presentation to me.

Required Materials

Haight: RETAIL ADVERTISING: MANAGEMENT AND TECHNIQUE
Notman: ADVERTISING LAYOUTS, AD KIT 1 and AD KIT 3
Watkins: NEWSPAPER ADVERTISING HAND BOOK.

COURSE SCHEDULE

Week	
1	THE ENVIRONMENT FOR RETAILING Field trip to The Chapel Hill Newspaper
2	THE ENVIRONMENT FOR RETAILING Explain the Market Research and Promotion assignment
3	PLANNING FOR RETAIL ADVERTISING Explain telephone survey procedures
4	MARKETING THE NEWSPAPER ADVERTISING PRODUCT
5	MARKETING THE NEWSPAPER ADVERTISING PRODUCT Market Research and Promotion assignment due Completed survey questionnaires due
6	Guest speakers from local print media
7	COPY AND LAYOUT FOR NEWSPAPER ADVERTISING Make copy and layout assignment No. 1
8	EXAMINATION COPY AND LAYOUT FOR NEWSPAPER ADVERTISING Assignment No. 1 due; Assignment No. 2 made
9	COPY AND LAYOUT FOR NEWSPAPER ADVERTISING Assignment No. 2 due; Assignment No. 3 made
10	SALES TECHNIQUES Interview the project retailer Assignment No. 3 due; Assignment No. 4 made
11	SALES TECHNIQUES Guest speaker (radio sales executive) Assignment No. 4 due; Assignment No. 5 made
12	SALES TECHNIQUES Guest speaker (television sales executive) Assignment No. 5 due
13	Individual sales presentations
14	Individual sales presentations

DETAILED TOPIC OUTLINE

I. THE ENVIRONMENT FOR RETAILING

- A. Changing Demographics of the American Population
  - 1. Aging of the population
  - 2. Changing fertility rates
  - 3. Later marriages
  - 4. Higher divorce rates
  - 5. Changing nature of households
  - 6. Decline in real purchasing power
- B. Changing Psychographics of the American Population
  - 1. Cultural revolution
  - 2. Yankelovich's "New Rules"
- C. New Media for Retailers
  - 1. Cable television and its variations
  - 2. Electronic yellow pages and electronic classifieds
- D. Regulation and Control: The Legal Environment
  - 1. Pricing regulations
  - 2. Promotion regulations
  - 3. Distribution regulations
  - 4. Product regulations (warranties)
  - 5. Credit regulations
  - 6. Postal regulations

II. PLANNING FOR RETAIL ADVERTISING

- A. How Consumers Decide
  - 1. Factors that influence choice of stores
  - 2. How and when do people shop?
  - 3. What kind of products do consumers buy?
  - 4. Advertising's role
- 2. Research for Retail Advertising
  - 1. Secondary research
  - 2. Primary research
- 3. Setting Advertising Budgets
  - 1. Budgets and profits
  - 2. Establishing the need for advertising
  - 3. Planning an annual budget for retail advertising

III. MARKETING THE NEWSPAPER ADVERTISING PRODUCT

- A. Nature of Marketing for Newspapers
  - 1. Marketing vs. selling for retailers
  - 2. Marketing vs. selling for newspapers
- B. The Newspaper Product
  - 1. ROP display advertising
  - 2. ROP classified advertising
  - 3. Special sections
  - 4. Advertising inserts
  - 5. What we know about newspaper readership and advertising exposure
- C. The Newspaper's Competitors

D. Cooperative Advertising
   1. How it works
   2. Problems
   3. New developments in co-op
   4. How newspapers can use and encourage co-op

E. Organization and Operation of the Advertising Department
   1. Newspaper organization
   2. Advertising department organization
   3. Newspaper rates and rate structures
   4. Compensation for advertising salespeople
   5. Office procedures

F. Sales Techniques
   1. Traits for successful newspaper marketing
   2. Organization of effort
   3. The positive approach
   4. Dealing with the competition
   5. Closing the sale
   6. Handling objections

IV. COPY AND LAYOUT FOR NEWSPAPER ADVERTISING

TOPICAL READING LIST

I. THE ENVIRONMENT FOR RETAILING

A. Required Reading

1. William Haight, Retail Advertising: Management and Technique (Morristown, NJ: General Learning Press, 1976); chapters 1, 2 and 16.

B. Suggested Reading

1. Demographics and Psychographics

   a. Sales and Marketing Management, "The Marketer's Complete Guide to the 1980's," Dec. 10, 1979.

   b. U.S. Department of Commerce, Bureau of the Census, "Population Profile of the United States," Series P-20, issued annually.

   c. Daniel Yankelovich, "New Rules in American Life: Searching for Self-Fulfillment in a World Turned Upside Down," Psychology Today, April 1981, pp. 35-91.

2. New Media for Retailers

   a. Advertising Age, "Videotech," Section 2, Nov. 16, 1981.

   b. CBS Publishing Group, "Videotext Technology Report," unpublished, November 1980.

   c. Gerald Haslam, "Future Scenarios for Teletext and Videotex," speech given at American Newspaper Publishers Association Publishing Seminar in Dallas, Sept. 15-17, 1981. (Haslam is director of videotex services for Southam, Inc., in Toronto.)

   d. Tom Johnson, "The Future of the Newspaper Industry," speech given at the annual conference of the Audit Bureau of Circulations, Chicago, Nov. 3-5, 1981. (Johnson is publisher and chief executive officer of the Los Angeles Times.)

   e. Martin Kougham, "The State of the Revolution 1982," Channels, December/January, 1982, pp. 23-29.

   f. Marketing and Media Decisions, "Get Ready for the Video Publishing Explosion," April 1981, pp. 59-63.

   g. Paul McPherson, "The Effect of Technology on the Future of Publishing and Advertising," speech given to the annual conference of the Audit Bureau of Circulations, Chicago, Nov. 3-5, 1981. (McPherson is president of McGraw-Hill Publications Co.)

   h. Philip Meyer, "What Videotex Can Learn From Newspapers," Nieman Reports, Winter 1981, pp. 12-15.

i. Next magazine, "The Media Decade," February 1981.

j. Presstime magazine, "Newspapers in the '80s," January 1980.

k. C. David Rambo, "New Services Stir Variety of Questions on Marketing," Presstime, October 1981, pp. 24-27.

l. M. L. Stein, "A Futuristic Look at Newspapering," Editor & Publisher, Jan. 2, 1982, pp. 12-16.

m. Christine D. Urban, "Strategic Options for Newspapers," speech given to the American Newspaper Publishers Association Electronic Publishing Seminar in Dallas, Sept. 15-17, 1981. (Urban is president of Urban and Associates, a consulting firm in Dedham, Mass.)

XI. PLANNING FOR RETAIL ADVERTISING

A. Required Reading

1. Haight, op. cit., Chapters 3, 4, 5, 6, 7 and 17

B. Suggested Reading

1. International Newspaper Advertising and Marketing Executives (INAME), Retail Marketing.

2. Charles A. Bea..chell, Retailing: A Professional Approach (New York: Harcourt, Brace Jovanovich, 1975).

3. William R. Davidson, Alton F. Doody and Daniel J. Sweeney, Retailing Management, 4th Ed. (Wiley, 1975).

4. Charles M. Edwards and Russell A. Brown, Retail Advertising and Sales Promotion, 3rd Ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1959).

5. John H. Fulweiler, How to Promote Your Shopping Center (New York: Chain Store Age Books, 1973).

6. Karen R. Gillespie, Retail Business Management (New York: McGraw-Hill, 1970).

7. Robert F. Hartley, Retailing: Challenge and Opportunity, (Boston: Houghton-Mifflin, 1975).

8. Don L. James, Retailing Today: An Introduction (New York: Harcourt Brace Jovanovich, 1975)

9. Raymond Marquardt, James C. Makens and Robert G. Roe, Retail Management: Satisfaction of Consumer Needs (Hinsdale: Dryden Press, 1975).

10. Joseph Barry Mason and Morris L. Mayer, Modern Retailing: Theory and Practice, Rev. Ed. (Plano, TX: Business Publications, Inc., 1981).

11. Shirley F. Milton, Advertising for Modern Retailers (New York: Fairchild Publications, 1974).

12. David J. Rachman, Retail Strategy and Structure: A Management Approach, 2nd Ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1975).

III. MARKETING THE NEWSPAPER ADVERTISING PRODUCT

A. Required Reading

1. Haight, op. cit., Chapters 8, 9, 10 and 11

B. Suggested Reading

1. Beth Bohling, "Organization of the Newspaper Advertising Department," (Copies may be ordered from the author, 1345 Commercial St., Superior, ME 68901).

2. Albert H. Dunn, Creative Selling and Sales Management (New York: Sales and Marketing Executives-International, 1968).

3. Budd Gore, "The Art of Newspaper Space Selling," reprint of a series of articles in The Publishers' Auxiliary in 1957.

4. Ken Harrington, ed., Principles and Practices of Classifed Advertising (Association of Newspaper Classifidd Advertising Managers, 1975).

5. Paul S. Hirt, Newspaper Presentations: A Marketing Approach (Reston, VA: International Newspaper Promotion Association, 1979).

6. John H. Hutchinson, "How to Sell More Newspaper Advertising" (Copyright 1978 by Hutchinson for the National Newspaper Association).

7. INAME, op. cit., Part 8.

8. Jack Kinder, Jr., Garry D. Kinder and Roger Stanbach, Winning Strategies in Selling (Englewood Cliffs, NJ: Prentice-Hall, 1981).

9. Ronald B. Marks, Personal Selling: An Interactive Appreach (Boston: Allyn and Bacon, 1981).

10. New England Newspapers Advertising Bureau, "Postive Impressions: A Program of Sales Development and Sales Training for Newspaper Advertising Sales Staffs."

11. Joseph R. Rowen, ed., Profitable Retail Television Advertising (New York: National Retail Merchants Association, 1977).

IV. COPY AND LAYOUT FOR NEWSPAPER ADVERTISING

A. Required Reading

1. Haight, *op. cit.*, chapters 12, 13 and 14

2. Don Watkins, Newspaper Advertising Handbook (Columbia, SC: Newspaper Book Service, 1980).

B. Suggested Reading

1. Paul S. Hirt, Designing Retail Ads for Profit (New York: International Newspaper Promotion Association, 1968).

2. Judith Young Ocko, Retail Advertising Copy: The How, The What, The Why, Rev. Ed., (New York: National Retail Merchants Association, 1977).

GUIDELINES FOR GUEST SPEAKERS (FROM MEDIA)

A part of the Retail Advertising course deals with the major media available to retail advertisers. The objective is to familiarize them with the way media meet retailers' needs.

You can help me achieve this objective by showing the students how your station or publication meets the needs of retailers in your market. It would be entirely appropriate and desirable for you to make a standard sales presentation to the class. You could assume that they represent a retailer in your market and that you are trying to get them to sign an advertising contract. It would also be good if the presentation makes a case for your medium as well.

This approach will accomplish two things. First, it will acquaint the students with your medium and station or publication and how they can serve retailers. Second, it will demonstrate how an effective sales presentation is assembled and delivered.

I am confident that the class will have several questions for you after your presentation. I anticipate that the questions will be similar to the following:

1. What is your strategy for approaching a new retail establishment?
2. What is your strategy for dealing with a retailer who refuses to advertise or to sign a contract?
3. What is the nature of your relationships with sales representatives from competitive media?
4. What are the standard practices for paying sales people in your organization? What are the opportunities beyond sales?
5. How does one get a sales job in your organization? What is good preparation for sales work? How do you train new people? What do you expect new people to know?
6. What are the standard arrangements for selling advertising in your medium? (volume discounts, rotation plans, rate-holders, etc.)
7. What kind of production work do you provide for your advertisers? Who pays for it?
8. What are the working conditions for media sales people?
9. How do you advertise and promote your own station or publication? Whose responsibility is this?
10. What is the most frustrating problem about working with retailers?
11. What is the most rewarding thing about your job?
12. Do you make special efforts to promote the use of cooperative advertising funds?
13. How do you prepare a sales presentation? How do you research it? Do you rehearse it?

The class enrollment is normally about 20 students, and most have no experience in and only limited knowledge of retail advertising.

I can arrange numerous audiovisual aids if you tell me in advance:

overhead projector (transparency)
Carousel slide projector
16 mm motion picture projector
videocassette player (3/4 inch U-matic or 1/2 inch VHS)
reel-to-reel and cassette audio tape players

GUIDELINES FOR GUEST SPEAKERS (RETAILERS)

The major assignment for students in the Retail Advertising course is to make an oral sales presentation. They will play the role of a salesperson from a local advertising publication, and I will play the role of your advertising manager. They will have 20 minutes to convince me that I should sign an advertising contract with them.

The students will need some basic information about your business and its operations, and that is the reason for this in-class interview with all the students. They will be asking the questions that an advertising salesperson might ask on an initial, or fact-finding, call.

I would anticipate that their questions will be similar to the following, and you might want to be prepared to answer them.

1. What is the nature of your business and its position in the market and your desired position in consumers' minds?
2. What is the history of the business?
3. What are the history and the predictions for your kind of business?
4. How does advertising fit into your retail operation? In other words, how important is advertising?
5. How do you plan your advertising program?
6. How do you decide how much to spend on advertising?
7. How do you implement your advertising program?
8. Who is responsible for planning and implementation of advertising?
9. Do you work with an advertising agency? If so, how? Why?
10. How do you use co-op advertising funds?
11. How do you use in-store promotional materials like P-O-P?
12. How well does advertising work for you? How do you know?
13. Which media do you ordinarily use? Why and how?
14. What traits do you admire in advertising sales people?
15. What traits do you dislike in advertising sales people?
16. How do manufacturers and suppliers assist you in advertising?

There are 20 students in the class, and they have limited experience in knowledge of retailing.

Please feel free to make your remarks very casual and informal.

I can arrange numerous audiovisual aids if you tell me in advance:

Overhead projector (transparency)
Carousel slide projector
16 mm motion picture projector
Reel-to-reel audio tape player (stereo)
Cassette audio tape player (mono)
Videocassette player (3/4 inch U-matic or 1/2 inch VHS)